

Meden School Curriculum Planning							
Subject	BTEC DIT	Year Group	11	Sequence No.	MTP 8	Topic	Component 3 Learning aim D

Retrieval	Core Knowledge	Student Thinking
What do teachers need retrieve from students before they start teaching new content?	What specific ambitious knowledge do teachers need teach students in this sequence of learning?	What real life examples can be applied to this sequence of learning to development of our students thinking, encouraging them to see the inequalities around them and 'do something about them!'
<p>In ICT / CS at Meden in KS3, pupils are taught to:</p> <ul style="list-style-type: none"> design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and 	<p>This component will give students an opportunity to explore how the developments in technology over recent years have enabled modern organisations to communicate and collaborate more effectively than ever before. The component is designed to allow students to explore the digital systems available to organisations and how their features have an impact on the way organisations operate. Students will explore how developments in technology have led to more inclusive and flexible working environments, and how regulation and ethical and security concerns influence the way in which organisations operate. Students will analyse information in a range of vocational contexts so that students develop a greater understanding of the use of digital systems by organisations and so that students are able to make reasoned judgements on the systems. In this component, students will learn about how organisations can use technology safely and about the cyber security issues when working in a digital organisation.</p> <p>D Planning and communication in digital systems Learners should be able to interpret and use standard conventions to combine diagrammatical and written information to express an understanding of concepts.</p> <p>D1 Forms of notation</p> <ul style="list-style-type: none"> Understand how organisations use different forms of notation to explain systems, data and information: <ul style="list-style-type: none"> data flow diagrams 	<p>Searching and applying for jobs in ICT, IT and computing.</p> <p>Be able to plan a project and create smart goals and objectives.</p> <p>Students will be able to use spreadsheet software to design and analyse data.</p> <p>To create charts to analyse data.</p>

<p>privacy; recognise inappropriate content, contact and conduct, and know how to report concerns</p>	<ul style="list-style-type: none"> o flowcharts o system diagrams o tables o written information. <ul style="list-style-type: none"> ● Be able to interpret information presented using different forms of notation in a range of contexts. <ul style="list-style-type: none"> ● Be able to present knowledge and understanding using different forms of notations: <ul style="list-style-type: none"> o data flow diagrams o information flow diagrams o flowcharts. 	
<p>Vocab List:</p> <p>Shared data, location-based data, GPS, transactional data, cookies, data exchange, privacy, ethics, manufacture, disposal, energy, waste, rare materials, upgrade, replace, policy settings, auto power off, power-saving, equal access, equality, net neutrality, acceptable use policies, scope, assets, monitoring, sanctions, social media, professional life, data protection, lawful processing, accuracy, data subject, right to be forgotten, trademarks, patents, copyright, permissions, licensing, attribution, unauthorised access, unauthorised modification, malware.</p>		